

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

English Language Learner Teacher/Grades 4

Baseline Data and Rationale: (What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)

When preparing for the year, I looked at each of my 16 students' ACCESS scores from 2013-2014 when they were in 3rd grade. Based on ACCESS scores, I recognized that my students were lowest in the speaking portion of the ACCESS test. Also my student's 3rd grade ELL Teacher told me that the students struggle with speaking out loud, even more so when it is reporting out to a larger group.

Specifically for the Speaking portion of ACCESS, I recognized:

- 3/16 students scored at English Language Proficiency Level 1.0-1.9 (Entering)
- 5/16 students scored at English Language Proficiency Level 2.0-2.9 (Emerging)
- 5/16 students scored at English Language Proficiency Level 3.0-3.9 (Developing)
- 3/16 students scored at English Language Proficiency Level 4.0-4.9 (Expanding)
- 0/16 students scored at English Language Proficiency Level 5.0-6.0 (Bridging and Reaching)

To get more information about my students' English Language Proficiency Level in Speaking, I designed a performance task and used the WIDA Can Do Descriptors: 3-5 (Speaking) to assess each student's English Language Proficiency for Speaking. The performance task consisted of students having to individually make up a story and answer questions to correspond with pictures I showed them.

This baseline assessment mostly the data from the 2013-2014 ACCESS test results.

Level 1: Entering	Level 2: Beginning	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
Express basic needs or conditions	Ask simple, everyday questions (e.g. "Who is absent?")	Answer simple content-based questions	Answer opinion questions with supporting details	Justify/ defend opinions or explanations with evidence
Name pre-taught objects, people, diagrams or pictures	Restate content-based facts	Re/tell short stories or events	Discuss stories, issues, and concepts	Give content-based presentations using technical vocabulary
Recite Words or phrases from pictures of everyday object and oral modeling	Describe pictures, events, objects, or people using phrases or short sentences	Make predictions or hypotheses from discourse	Give content-based oral reports	Sequence steps in grade-level problem-solving
Answer yes/no and choice questions	Share basic social information with peers	Offer solutions to social conflict	Offer creative solutions to issues/problems	Explain in detail results of inquiry (e.g. scientific experiments)
		Present content-based information	Compare/contrast content-based functions and relationships	
		Engage in problem-solving		

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

The SLO will address 4th grade Common Core Standards for Presentation of Knowledge and Ideas:CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

The SLO will also address the English Language Development Standard 1: Language Arts : English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts and English Language Development Standard 2: Social Studies: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

My 16 ELL students are integrated with non-ELL students for Language, Arts, Social Studies, and Math classes, but I only co-teach them during Language Arts and Social Studies. I also have a small daily “pull out” Literacy Support class that consists only of the 16 English Language Learners in my caseload.

For this reason, my SLO will address content in speaking for both Language Arts and Social Studies.

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

All 16 students in my caseload will be included in this goal.

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

Based baseline data collected from on my performance task and rubric:

- 2 students who scored at English Language Proficiency Level 1.0-1.9 (Entering) will score at a 2.0-2.9 (Emerging)
- 6 students who scored at English Language Proficiency Level 2.0-2.9 (Emerging) will score at a 3.0-3.9 (Developing)
- 5 students who scored at English Language Proficiency Level 3.0-3.9 (Developing) will score at a 4.0-4.9 (Expanding)
- 3 students who scored at English Language Proficiency Level 4.0-4.9 (Expanding) will score at a 5.0-6.0 (Bridging)

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

2014-15 School Year

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

By June 2015, 100% of my ELL caseload will demonstrate one level of growth in their ability to speak the English language as measured by the WIDA Can-Do descriptors: 3-5 (Speaking)

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students' progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

Twice per quarter use the WIDA Can-Do Descriptors: 3-5 (Speaking) to rate different performance tasks that are aligned to the CCSS.ELA-Literacy.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Collaborate with co-teacher to develop Speaking Performance Tasks to be integrated into Content classrooms.

Develop unit in Literacy Support class that outlines the WIDA Can-Do Descriptors and each student’s English Language Proficiency Level. Then consistently refer to these levels and the Can-Do Descriptors for supports in content-area classes and at home.

Work with co-teacher to use WIDA Can-Do Descriptors in content-area classrooms.

Work with co-teacher to develop additional small group share-out activities, and increase the vocal participation of ELL students.

In Literacy Support Class, develop and practice public speaking stems and write out/practice answers to questions for students to share out loud in class.

Incorporate a series of formative assessments to include:

- Having small group weekly check-ins with all students on our caseload.
- Having a weekly sharing time in Literacy Support class where students “report” out what they learned.
- Keeping track of number of times ELL students share in class and coaching students/prepping students to share more.
- Twice per quarter performance assessments.
- Quarterly check-ins with students and their parents should reference student growth according to the WIDA Can-Do Descriptors, especially within speaking.
- Take Culturally-Responsive Learning/ UDL class to give me more ideas to enable ELL students to feel comfortable and motivated to speak out in class.